

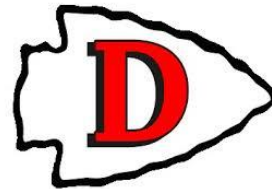
# Curriculum, Instruction & Assessment Update

Presentation to the Board of Education  
**Elementary Smarter Balanced Results (2018-2019)**

Jennifer Olson  
October 1, 2019

# Agenda

- Smarter Balanced Overview
- Achievement Level Descriptors
- Review Derby's Elementary Results 2019
- Compare DRG H Achievement Data 2019
- Derby Growth Data
- Individual Student Report
- District Action Plan
- Q&A





## What is Smarter Balanced?

- A summative assessment of students in Grades 3 through 8
- Designed as a global measure of student learning and annual snapshot of achievement
- Aligned to the Connecticut Core Standards for English language arts and mathematics
- Administered in the last 9 weeks of school to students in Grades 3-8
- Consists of a computer adaptive test (in ELA and mathematics) and performance task (in mathematics)
- This assessment can be used to describe student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems.\*\*
  - [Click here to view a practice test by grade/subject](#)

Source: Connecticut State Department of Education "Finding Information About Smarter Balanced"

# State Summative Assessments Are Not Useful As:

- A substitute for a wide variety of other relevant ways to assess student learning, such as:
  - classroom assessments
  - teacher observations
  - student work portfolios
  - universal screening
  - frequent progress monitoring
  - detailed diagnostic assessment or evaluation



# Achievement Levels

- Achievement levels are a familiar reporting feature
- Achievement levels are less precise than scale scores for describing student gains over time or changes in achievement gaps among groups



## Achievement-Level Descriptors



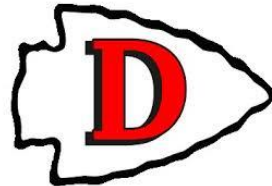
<b>Level 4</b>	<b>Exceeds the Achievement Standard:</b> Students performing at this level are demonstrating advanced progress towards mastery. Students are on track for likely success in the next grade.
<b>Level 3</b>	<b>Meets the Achievement Standard:</b> Students performing at this level are demonstrating progress towards mastery. Students are on track for likely success in the next grade.
<b>Level 2</b>	<b>Approaching the Achievement Standard:</b> Students performing at this level need further development toward mastery. Students will likely need support to get on track for success in the next grade.
<b>Level 1</b>	<b>Does Not Meet the Achievement Standard:</b> Students performing at this level require substantial improvement toward mastery. Students will likely need substantial support to get on track for success in the next grade.

# Achievement-Level Descriptors

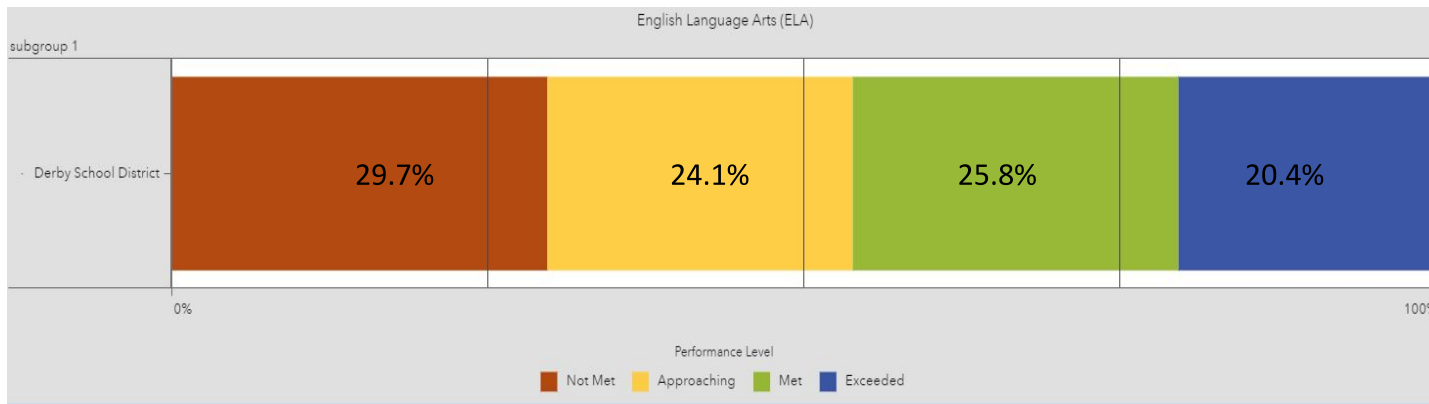
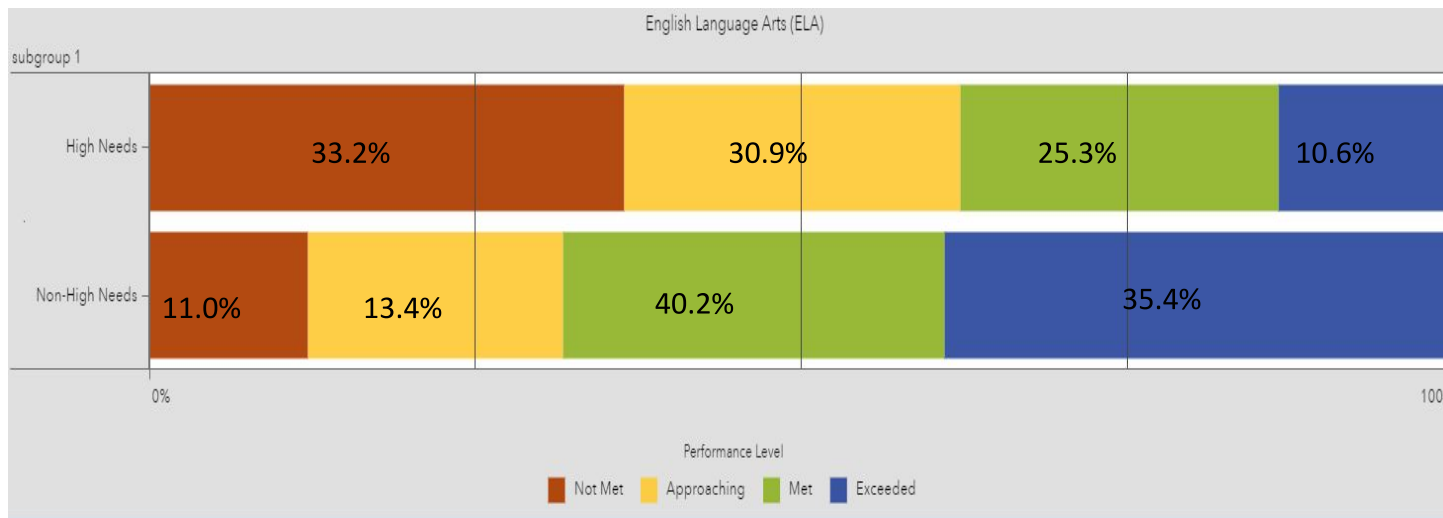


<b>Areas of Knowledge and Skills Measured</b>	<b>Statement About Student Learning From Which the Assessment was Built</b>
<b>Reading</b>	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
<b>Writing</b>	Students can produce effective writing for a range of purposes and audiences.
<b>Listening</b>	Students can employ effective speaking and listening skills for a range of purposes and audiences.
<b>Research/Inquiry</b>	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

# 2019 SBAC Elementary ELA Results





**Derby Elementary Schools SBAC**2019, Achievement Level  
Grades 3-5, ELA, All Students**Derby Elementary Schools SBAC**2019, Achievement Level Grades 3-5  
ELA, High Needs vs Non-High Needs

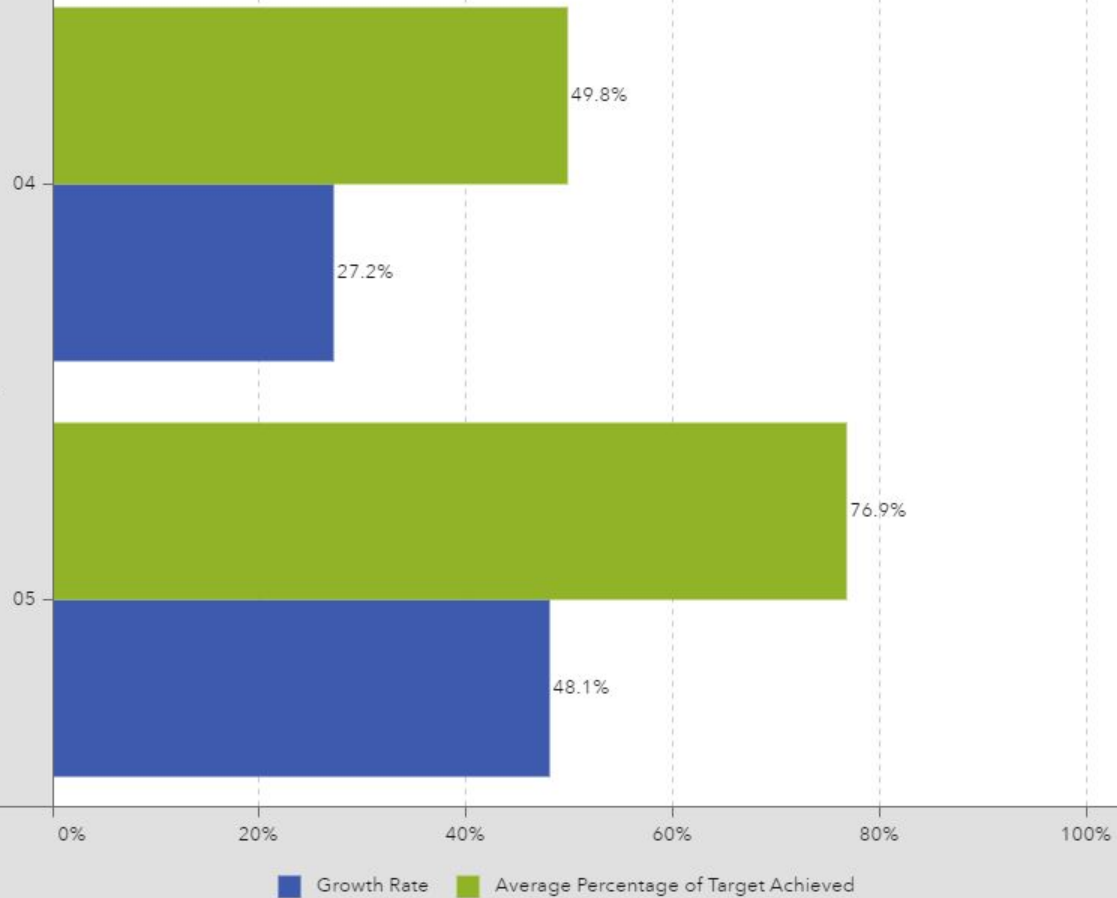
# Derby Elementary Schools SBAC Results

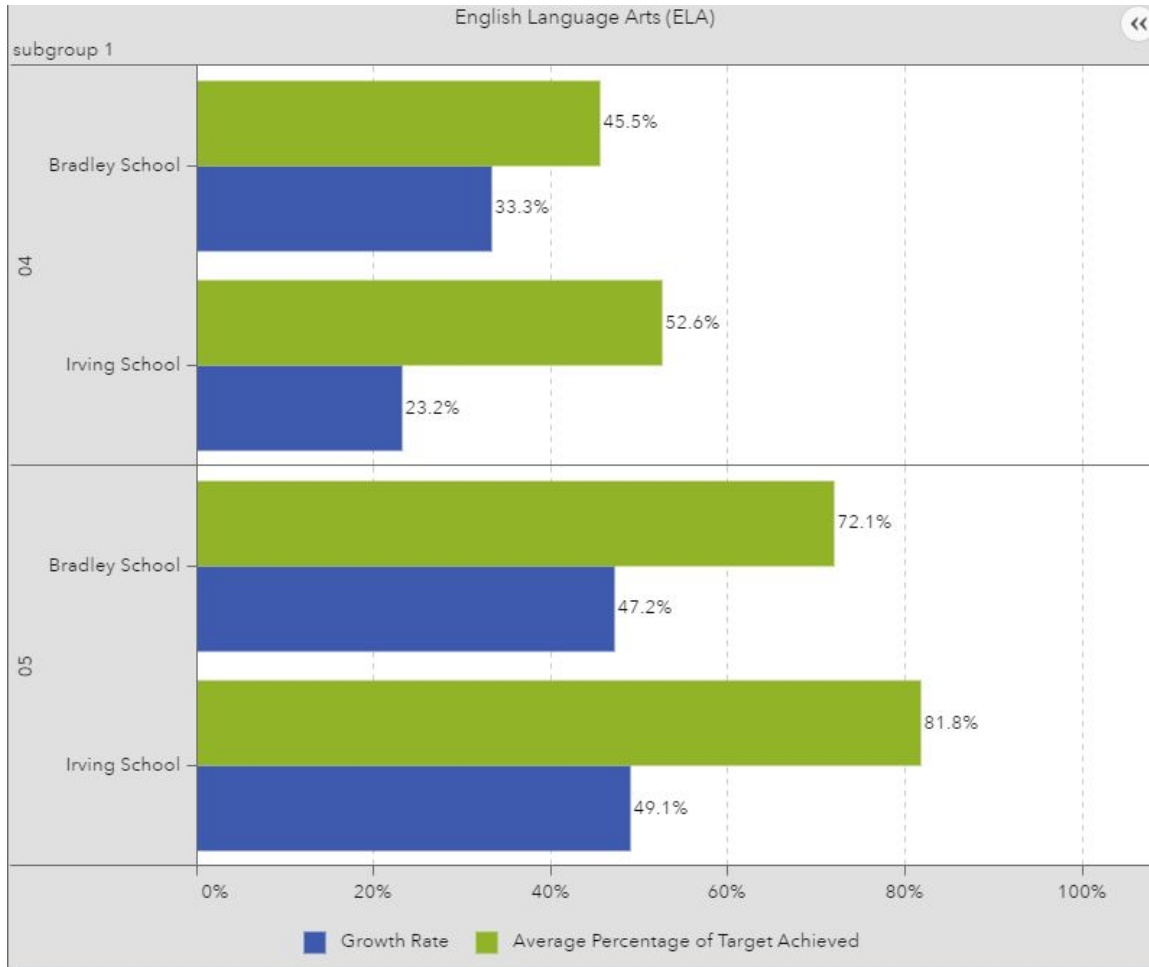
(ELA) By Cohort % Scoring Level 3+

	2014-15 ELA	2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA
<b>Whole District</b>	42.4%	40.3%	37.4%	39.6%	36.3%
High Needs	32.4%	31.2%	29.2%	31.1%	27.6%
Non-High Needs	60.8%	55.0%	52.5%	59.2%	56.0%
<b>Grade 3</b>	42.9%	50.0%	52.7%	44.9%	52.8%
High Needs	37.00%	34.7%	42.3%	32.4%	46.3%
Non-High Needs	54.6%	76.8%	70.7%	83.3%	72.7%
<b>Grade 4</b>	38.2%	43.1%	46.6%	43.6%	33.7%
High Needs	28.4%	33.3%	31.6%	35.9%	21.6%
Non-High Needs	58.3%	59.2%	75.0%	62.5%	70.8%
<b>Grade 5</b>	52.6%	52.8%	36.8%	39.2%	51.8%
High Needs	44.8%	44.3%	30.8%	27.7%	46.1%
Non-High Needs	63.3%	68.4%	52.9%	68.8%	63.9%

# English Language Arts (ELA)

subgroup 1





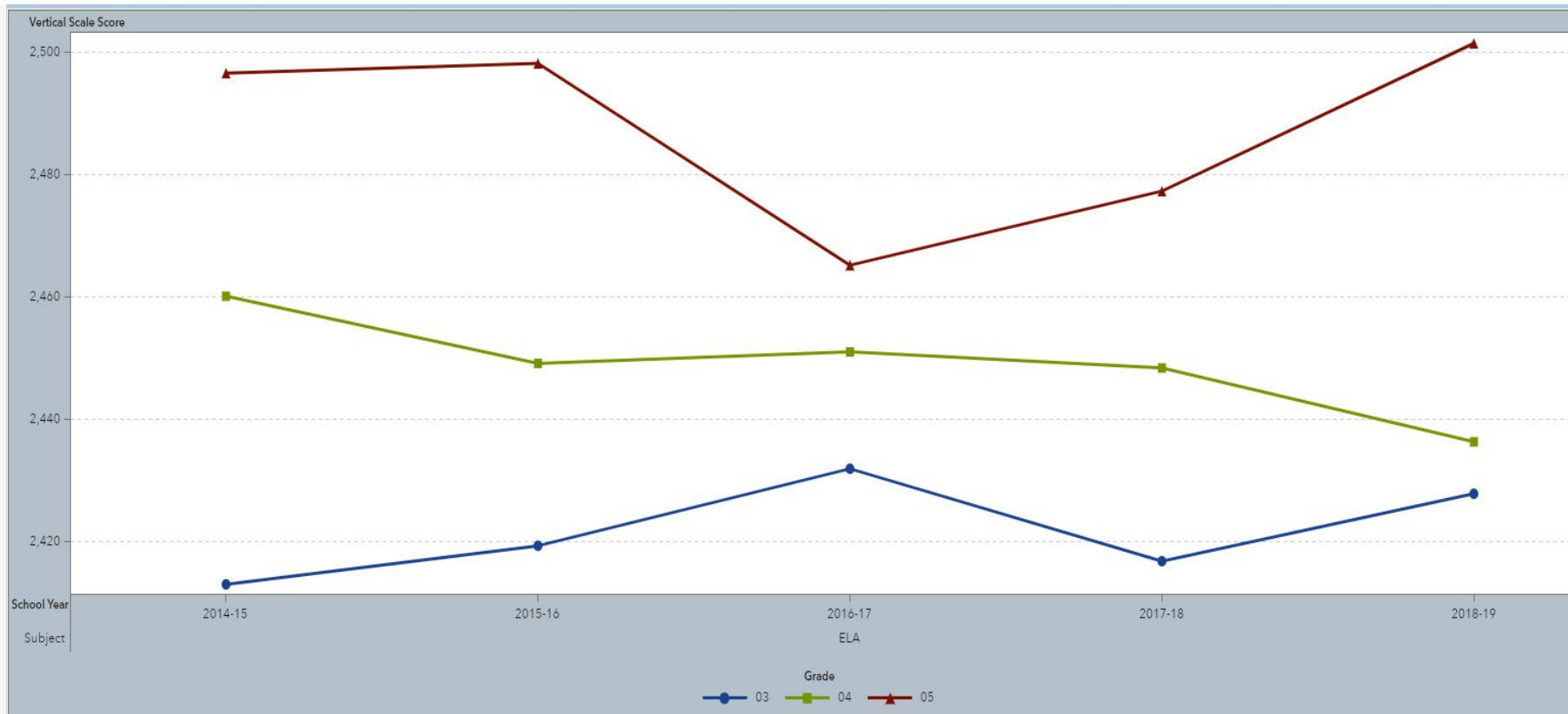
## Impact of Student Mobility on ELA

	<b>Grade 4 Test Size n=98</b>			<b>Grade 5 n=112</b>		
	<b><u>In</u></b>	<b><u>Out</u></b>	<b><u>Change</u></b>	<b><u>In</u></b>	<b><u>Out</u></b>	<b><u>Change</u></b>
<b>Level I Red</b>	5	1	4	4	3	1
<b>Level II Yellow</b>	3	1	2	6	1	5
<b>Level III Green</b>	0	3	-3	2	3	-1
<b>Level IV Blue</b>	3	3	0	0	3	-3
<b>Total</b>	11	8	9	12	10	10



# Derby Elementary Schools SBAC Results

ELA, 5 year trend, all students, Grades 3-5 vertical scale score





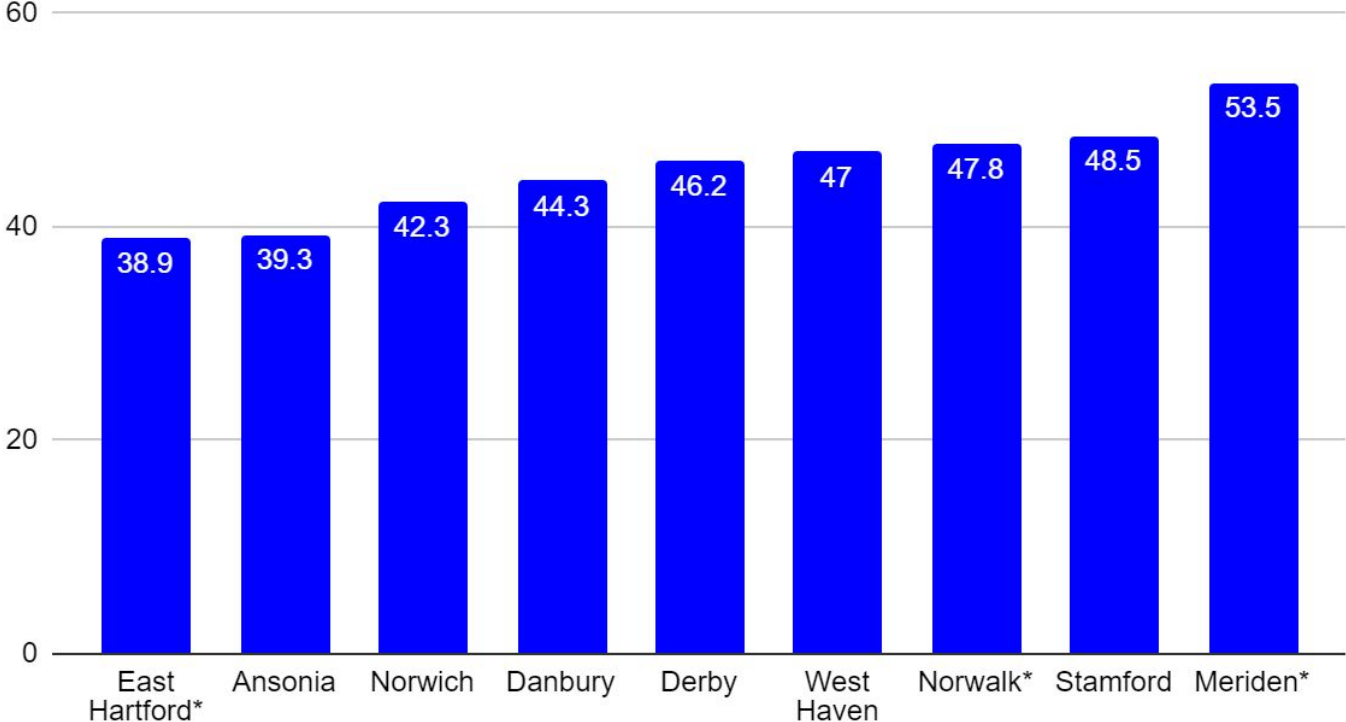
# DRG Data Comparison

The **District Reference Group (DRG)** classification system is a grouping of local public school districts based on a set of indicators that measure the socioeconomic status of students and their families.

Derby belongs to **DRG H** which includes

- Ansonia
- West Haven
- Meriden
- Norwich
- East Hartford
- Danbury
- Norwalk
- Stamford

# 2019 "DRG H" ELA SBAC Data (Gr 3-5) % Scoring 3+

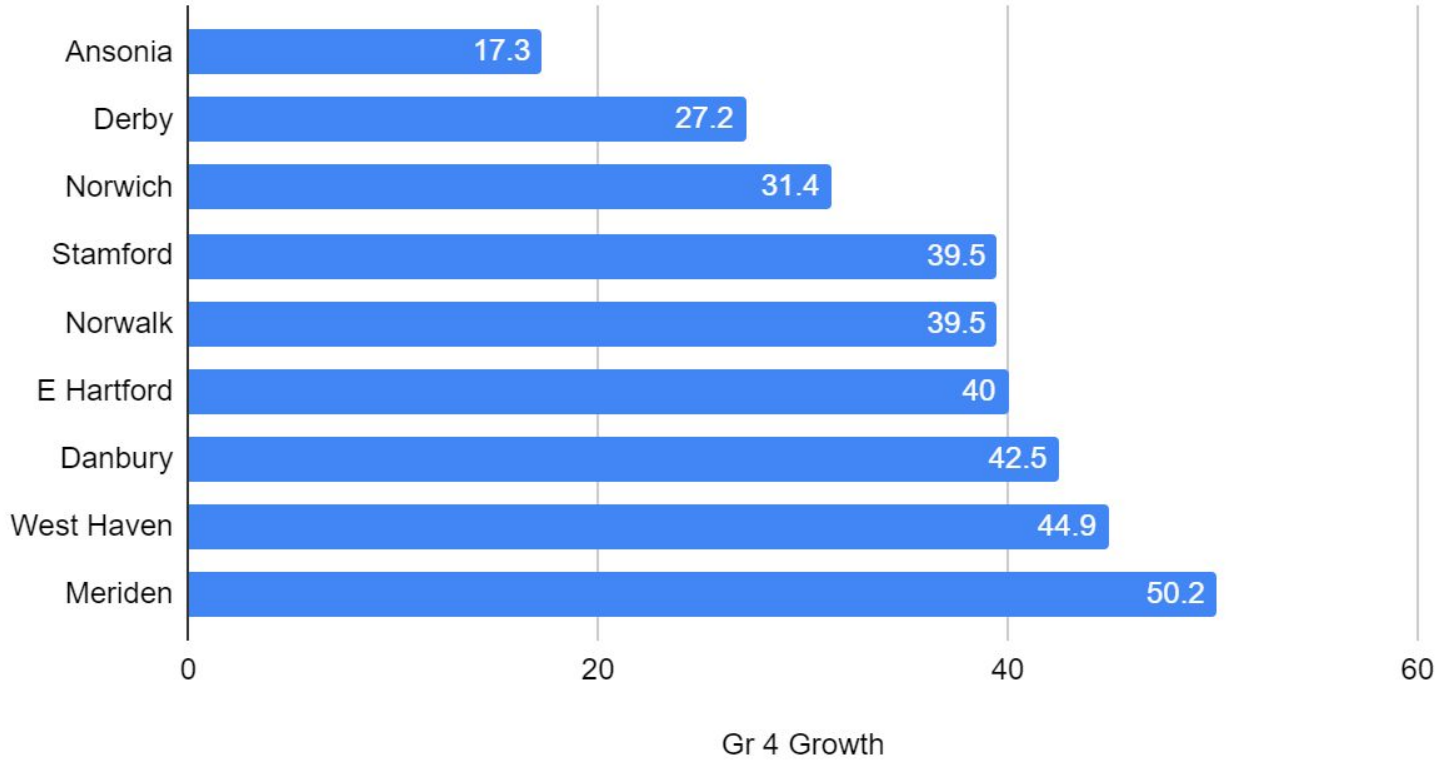


Source: EdSight Public SBAC Achievement Data

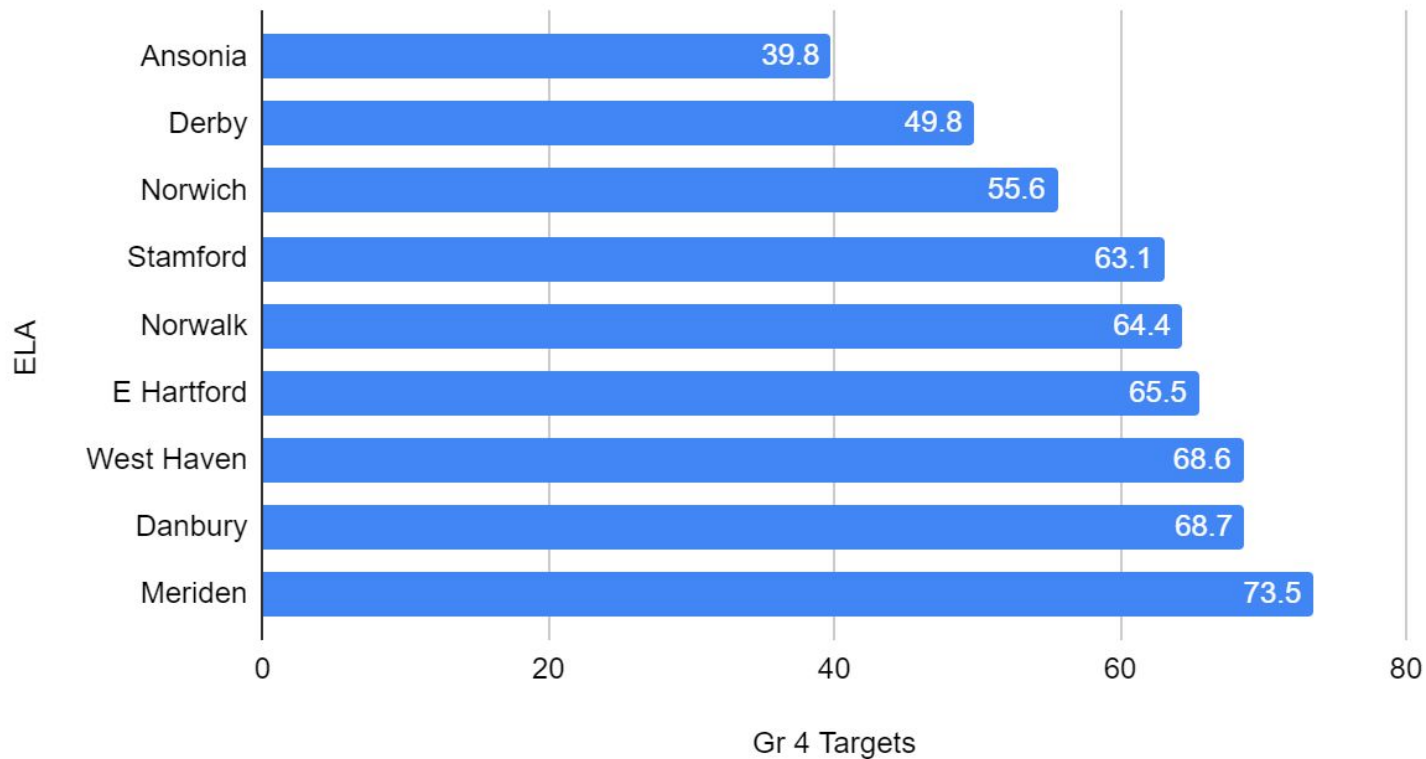
\* results include estimated data for one or more suppressed scores



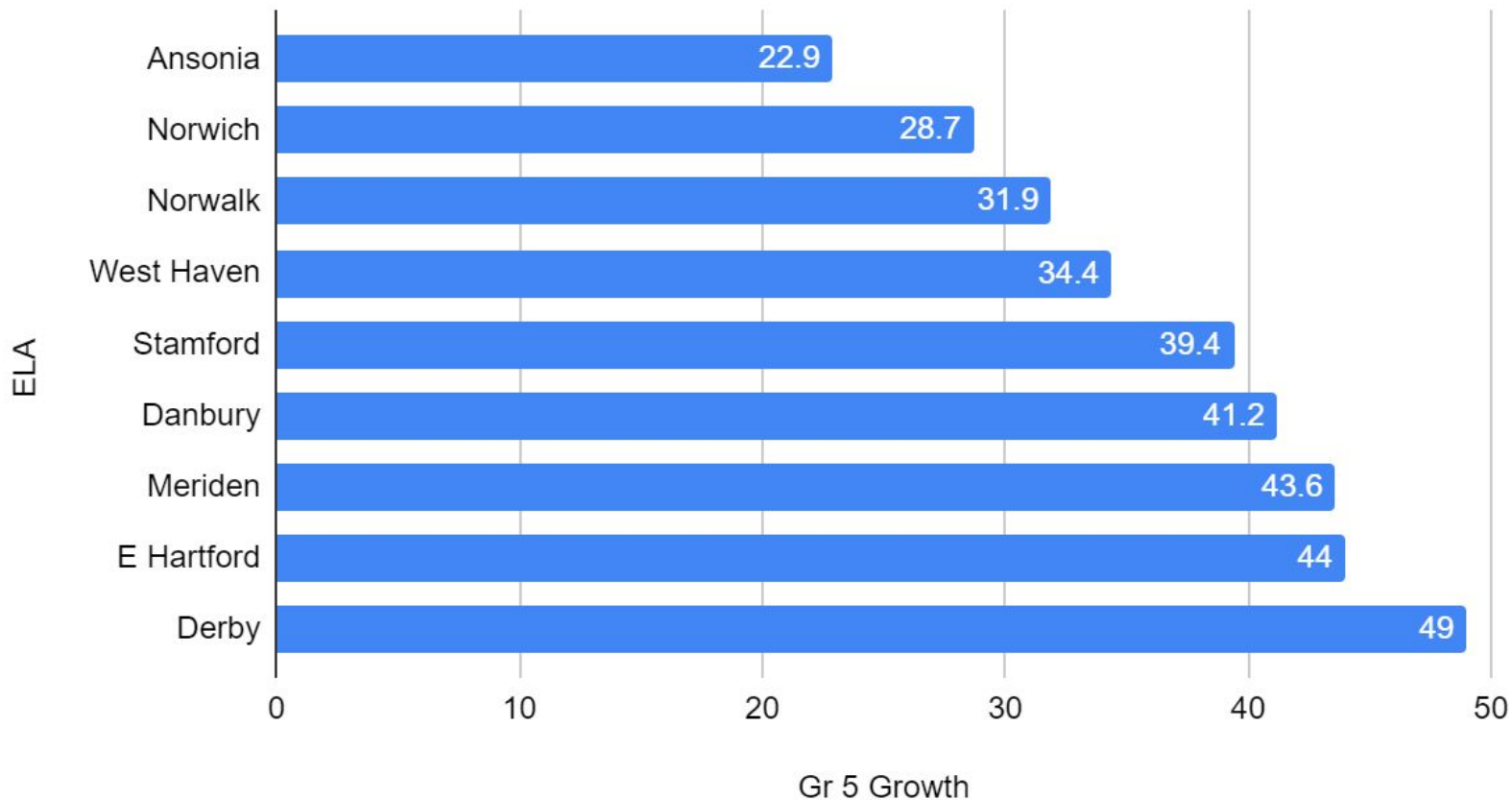
## Grade 4 SBAC Growth in ELA by DRG (2019)



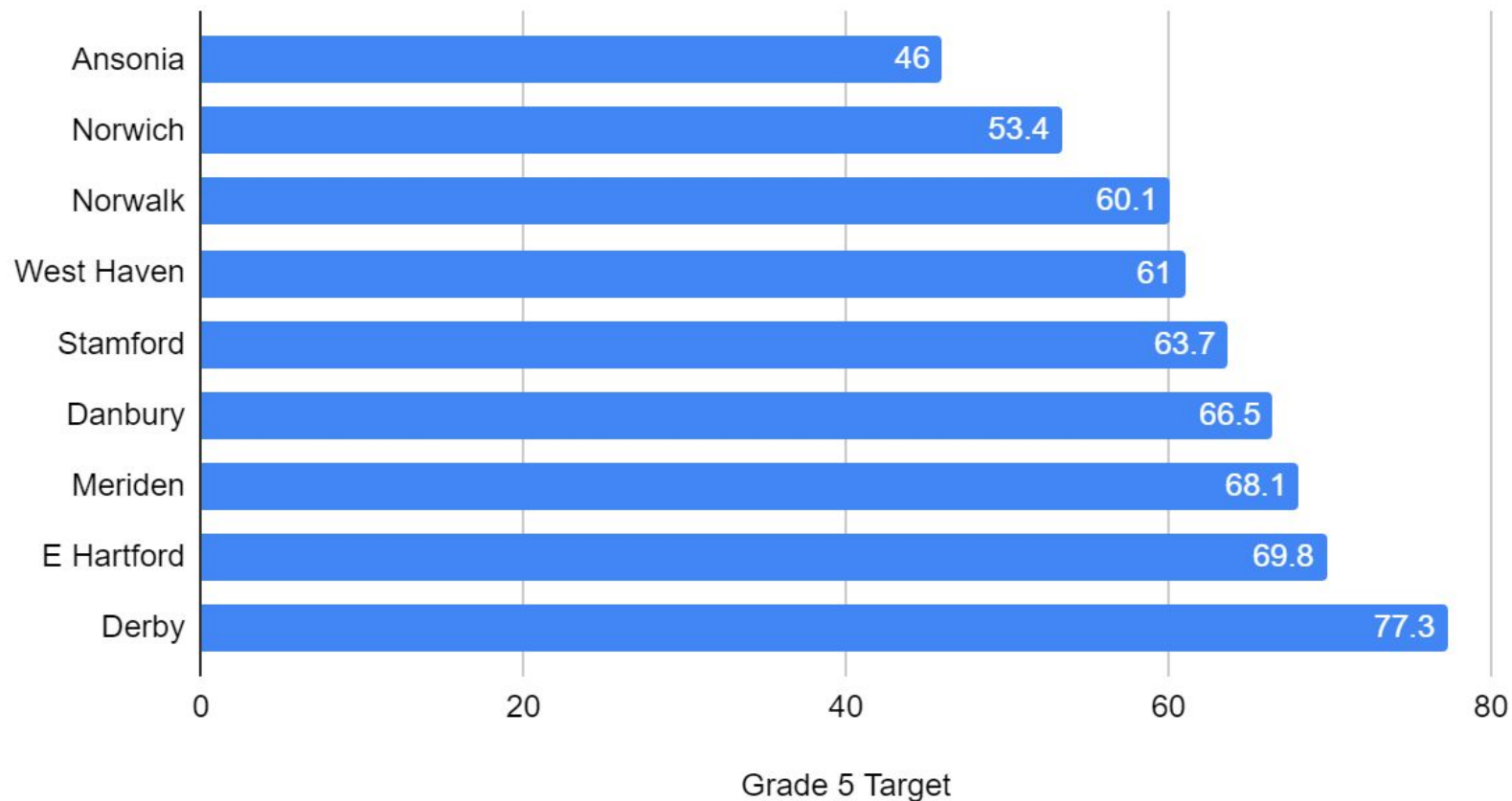
## Gr 4 SBAC % of Target Achieved ELA by DRG (2019)



## Gr 5 SBAC Growth ELA by DRG (2019)

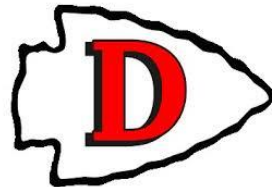


## Gr 5 SBAC % of Target Achieved ELA By DRG (2019)



Source: EdSight Public: Growth Model

# 2019 SBAC Math Results

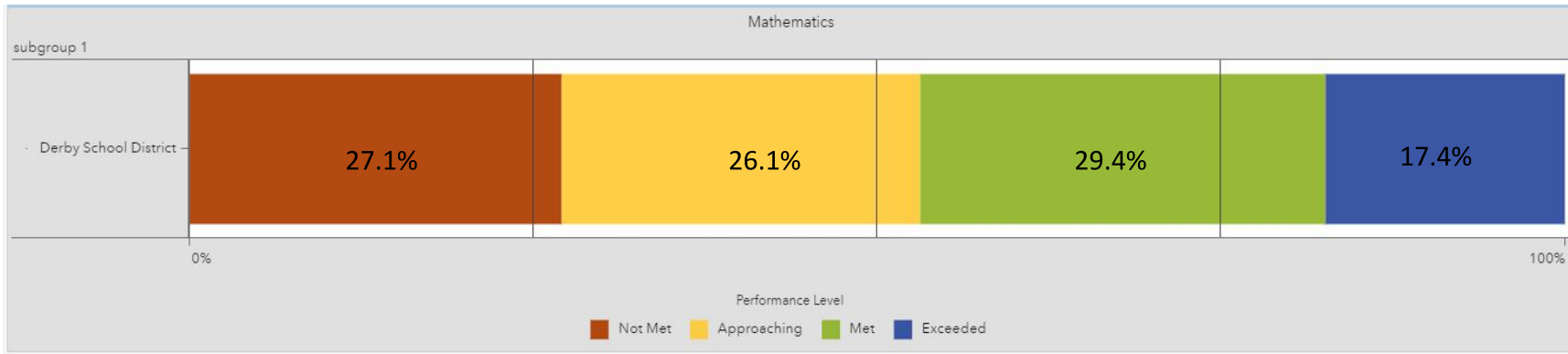


## Achievement-Level Descriptors

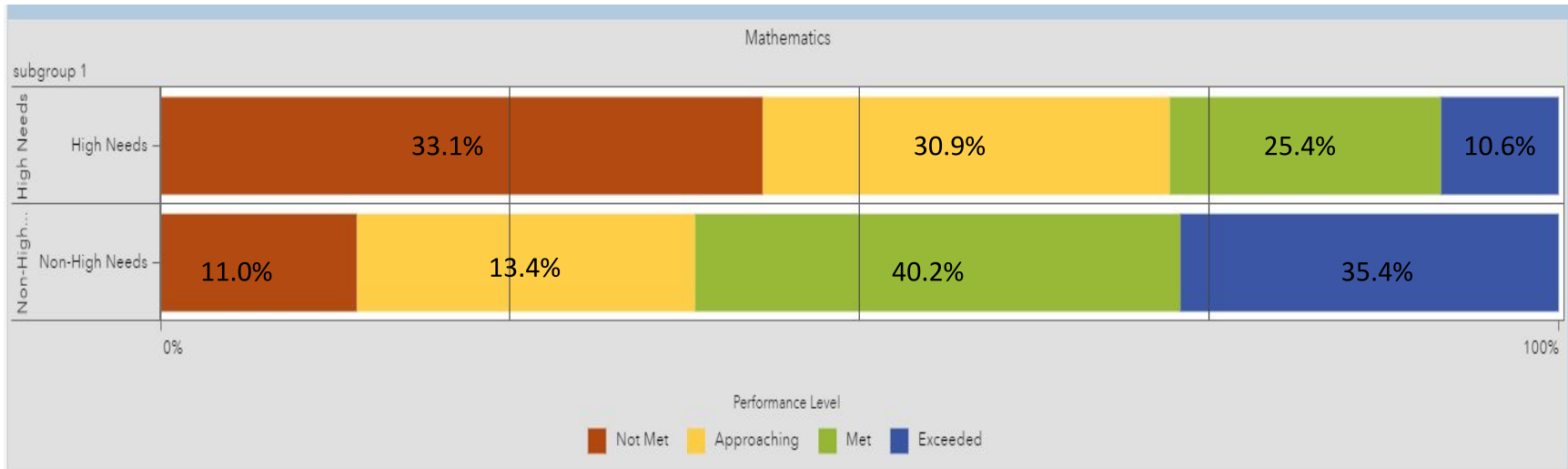


<b>Areas of Knowledge and Skills Measured</b>	<b>Statement About Student Learning From Which the Assessment was Built</b>
<b>Concepts and Procedures</b>	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
<b>Problem Solving*</b>	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
<b>Communicating Reasoning</b>	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
<b>Modeling and Data Analysis*</b>	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

**Derby Elementary Schools SBAC**  
 2019, Achievement Level  
 Grades 3-5, Math, All Students



**Derby Elementary Schools SBAC**  
 2019, Achievement Level Grades 3-5  
 ELA, High Needs vs Non-High Needs



# Derby Public Schools SBAC Results

(Math) Unmatched Year Over Year

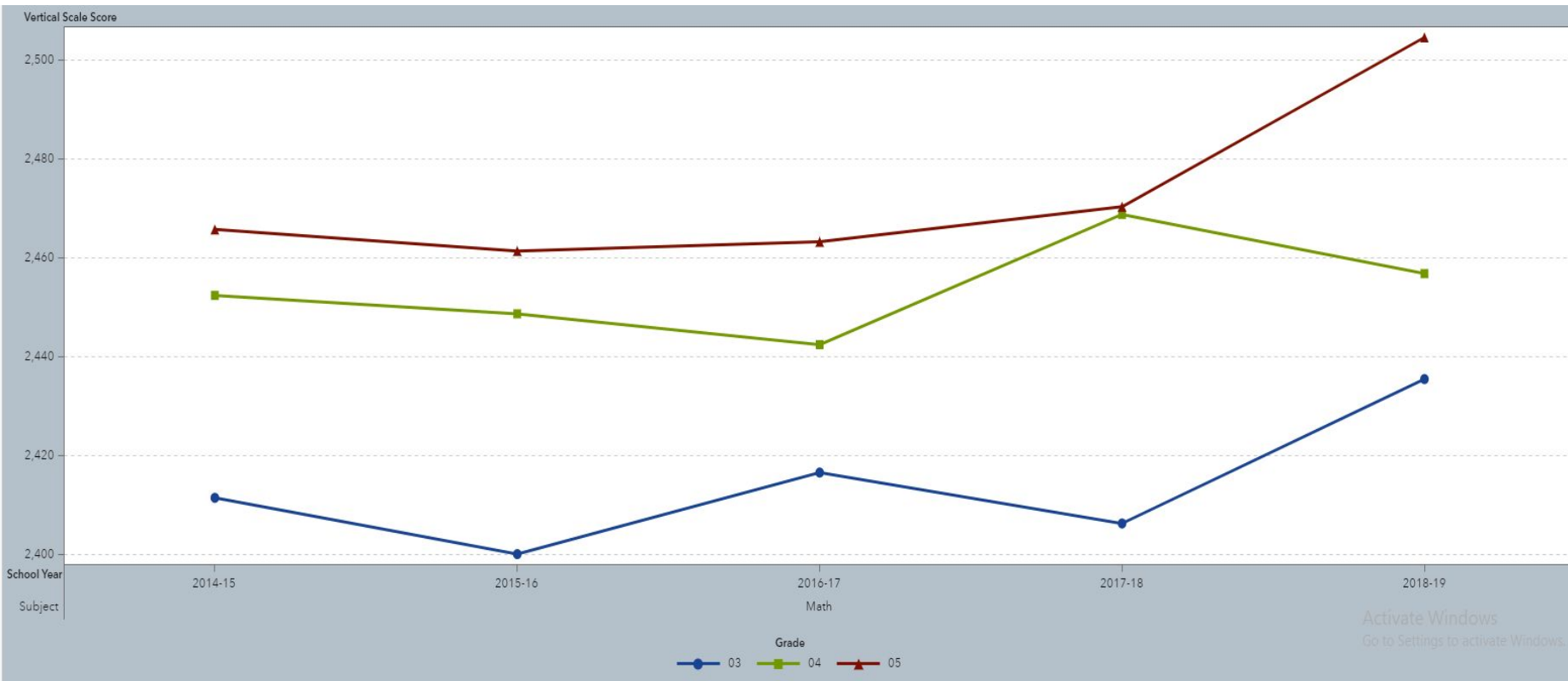
	2014-15 Math	2015-16 Math	2016-17 Math	2017-18 Math	2018-19 Math
<b>Whole District</b>	24.9%	22.5%	24.4%	28.0%	32.3%
High Needs	19.0%	15.7%	21.3%	21.27%	24.7%
Non-High Needs	36.0%	33.5%	43.6%	43.6%	49.5%
<b>Grade 3</b>	40.2%	32.5%	42.0%	43.9%	58.4%
High Needs	34.1%	18.7%	29.6%	29.7%	50.8%
Non-High Needs	52.3%	57.1%	63.4%	87.5%	81.8%
<b>Grade 4</b>	29.1%	30.8%	25.0%	42.7%	38.8%
High Needs	14.9%	22.2%	14.5%	37.2%	23.0%
Non-High Needs	58.3%	44.9%	45.0%	56.3%	87.5%
<b>Grade 5</b>	19.1%	21.3%	24.0%	27.6%	44.6%
High Needs	21.2%	15.7%	17.6%	17.9%	35.5%
Non-High Needs	16.3%	31.6%	41.2%	53.1%	63.9%





# Derby Elementary Schools SBAC Results

Math, 5 year trend, all students, Grades 3-5 vertical scale score



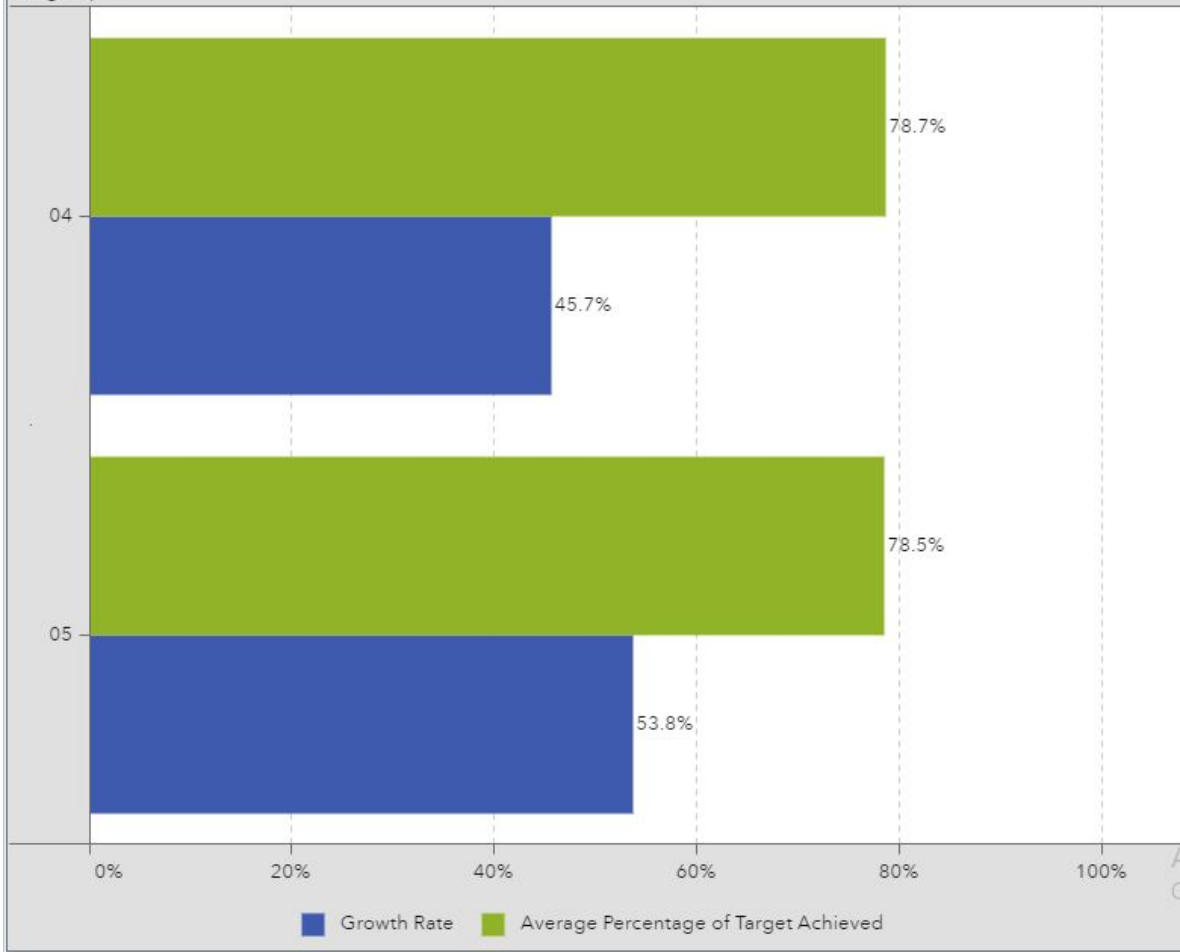
## Impact of Student Mobility on Math

	Grade 4 Test Size n=98			Grade 5 n=112		
	<u>In</u>	<u>Out</u>	<u>Change</u>	<u>In</u>	<u>Out</u>	<u>Change</u>
<b>Level I Red</b>	3	2	1	8	3	5
<b>Level II Yellow</b>	5	2	3	4	2	2
<b>Level III Green</b>	2	5	-3	2	4	-2
<b>Level IV Blue</b>	1	2	-1	0	3	-3
<b>Total</b>	11	11	8	14	12	12

Mathematics

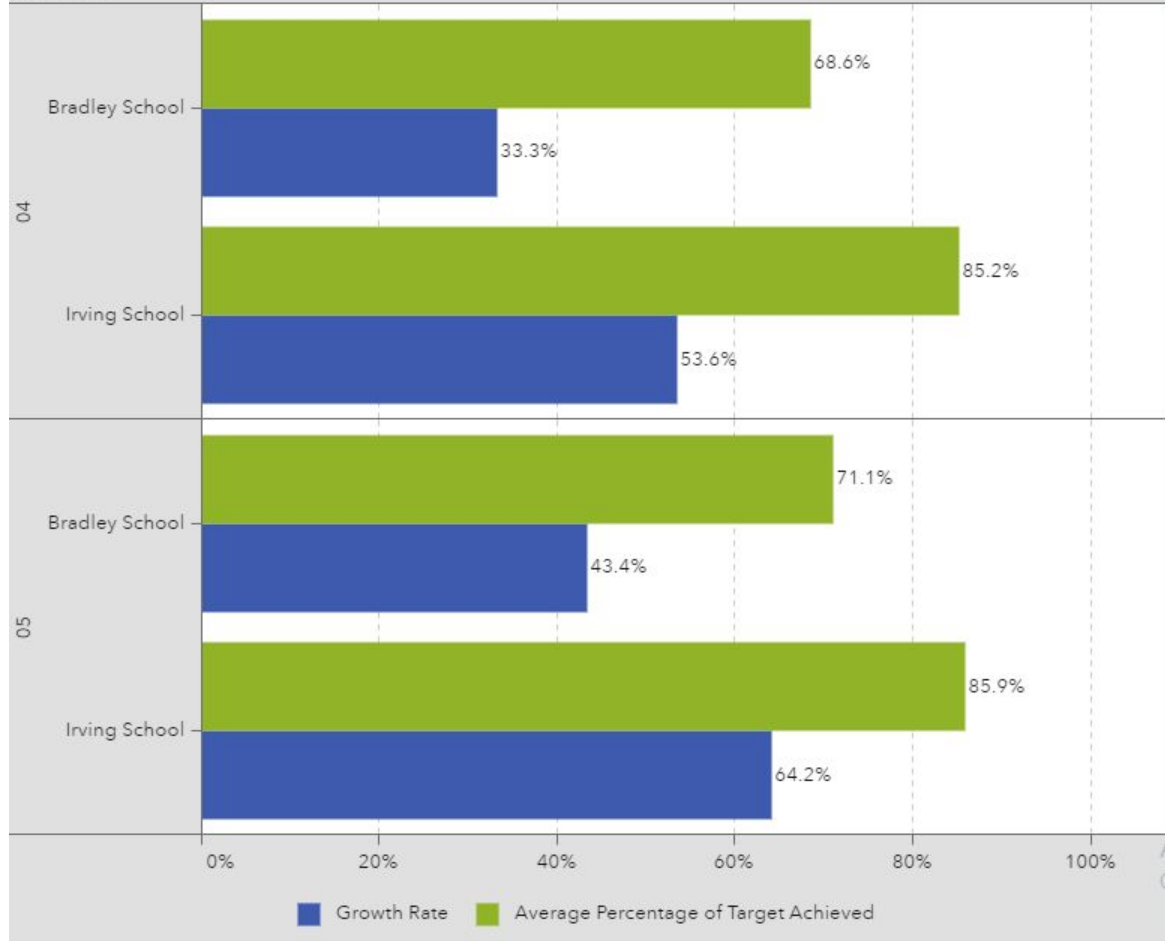


subgroup 1



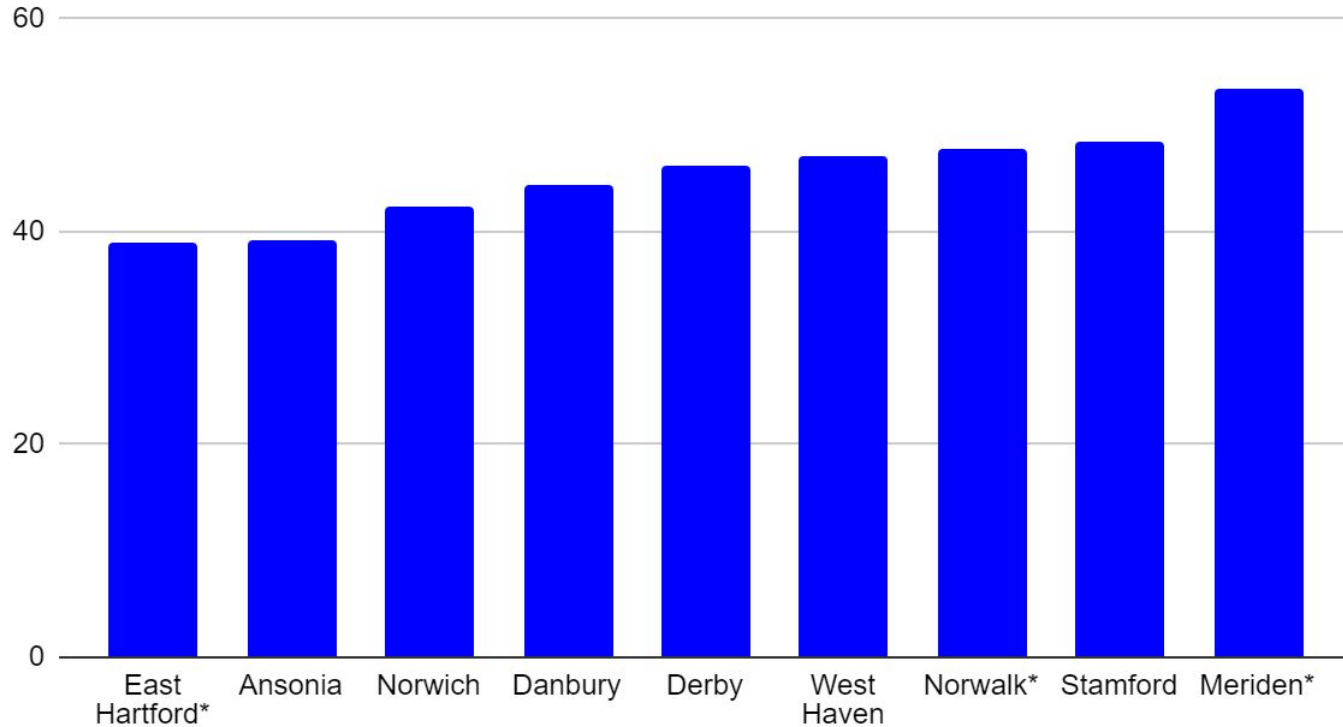
Mathematics

subgroup 1



Ac  
Go

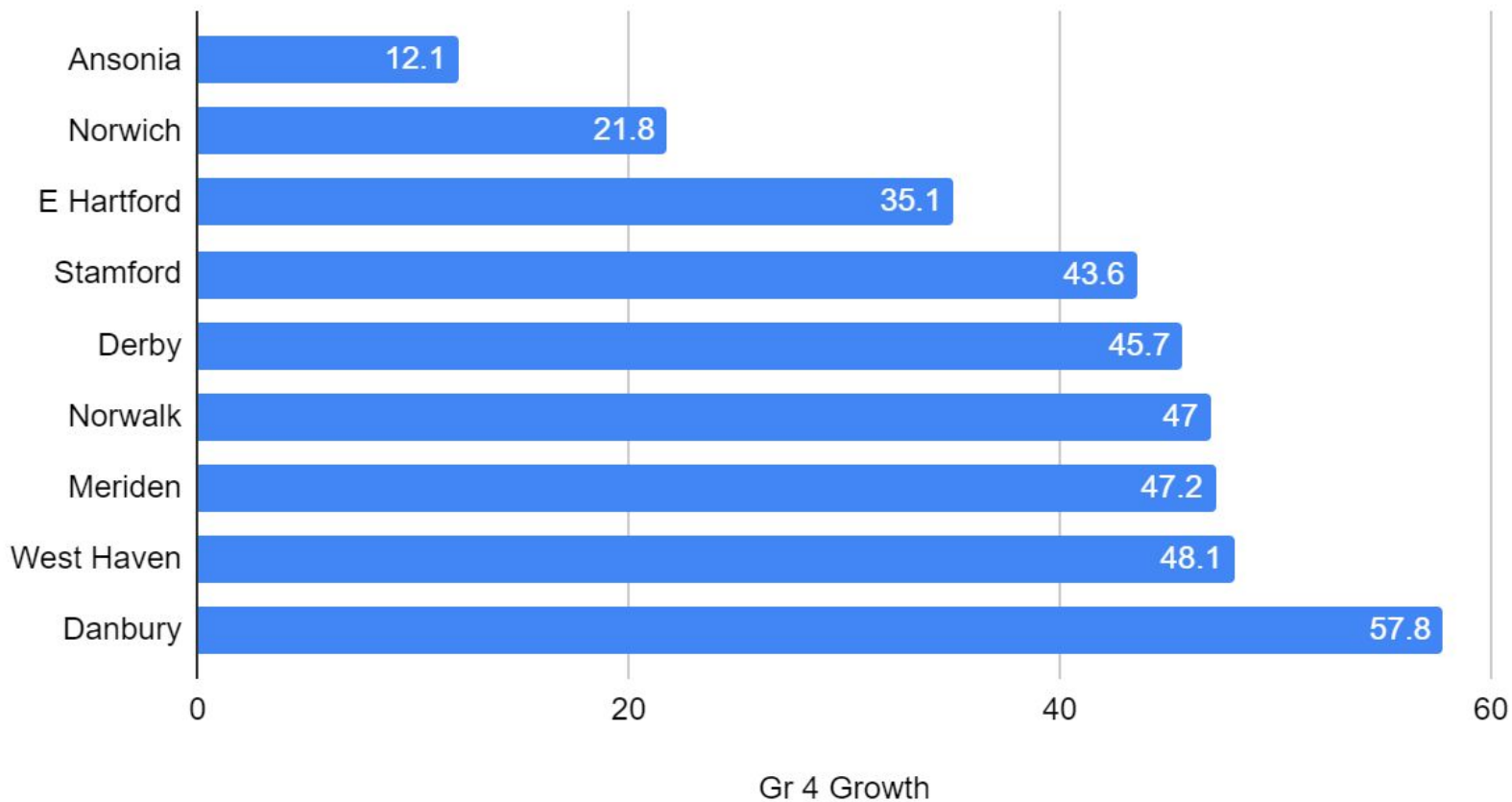
## 2019 "DRG H" ELA SBAC Data (Gr 3-5) % Scoring 3+



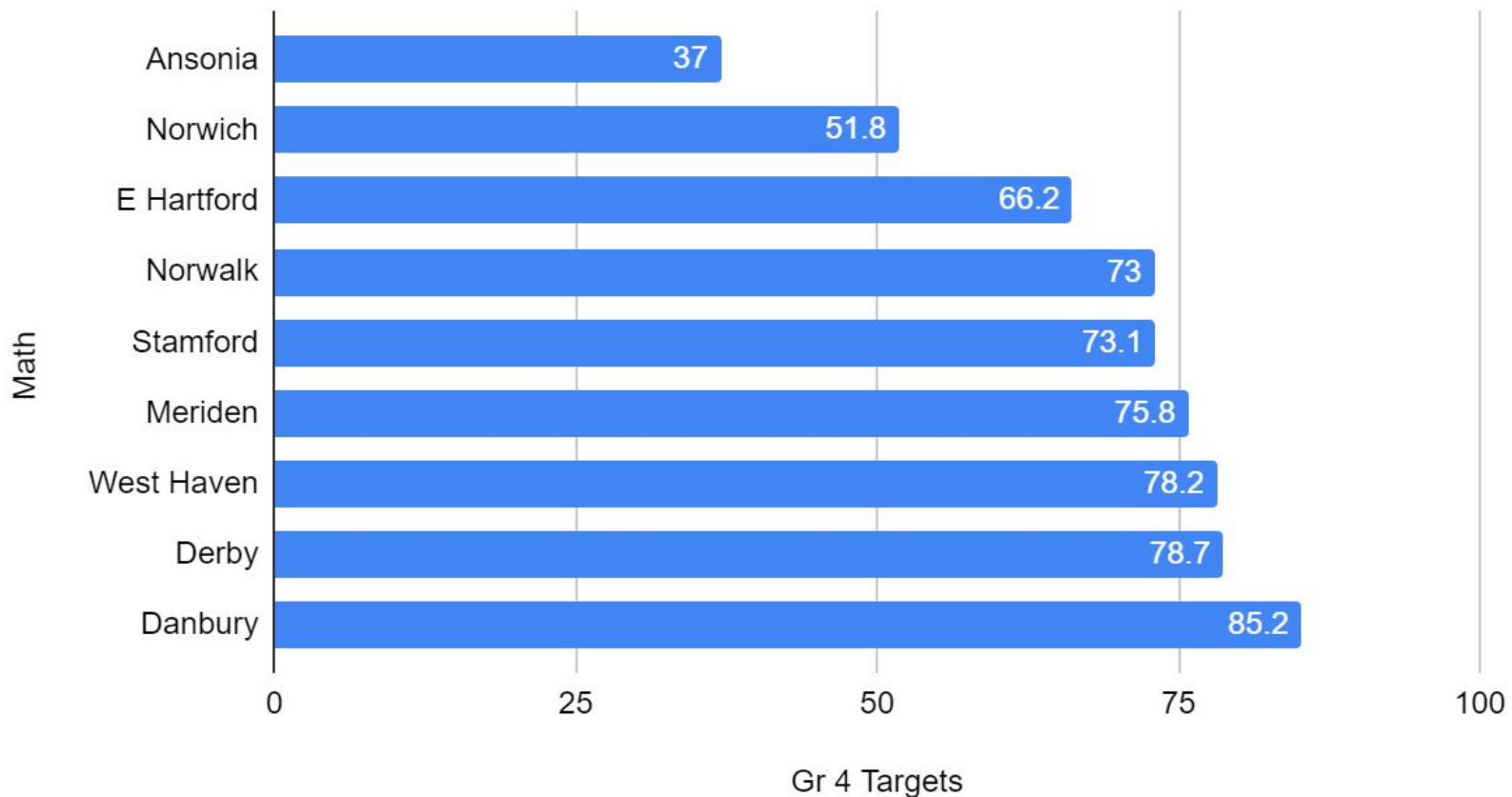
**Source: EdSight Public**

\*results include estimated data for suppressed scores

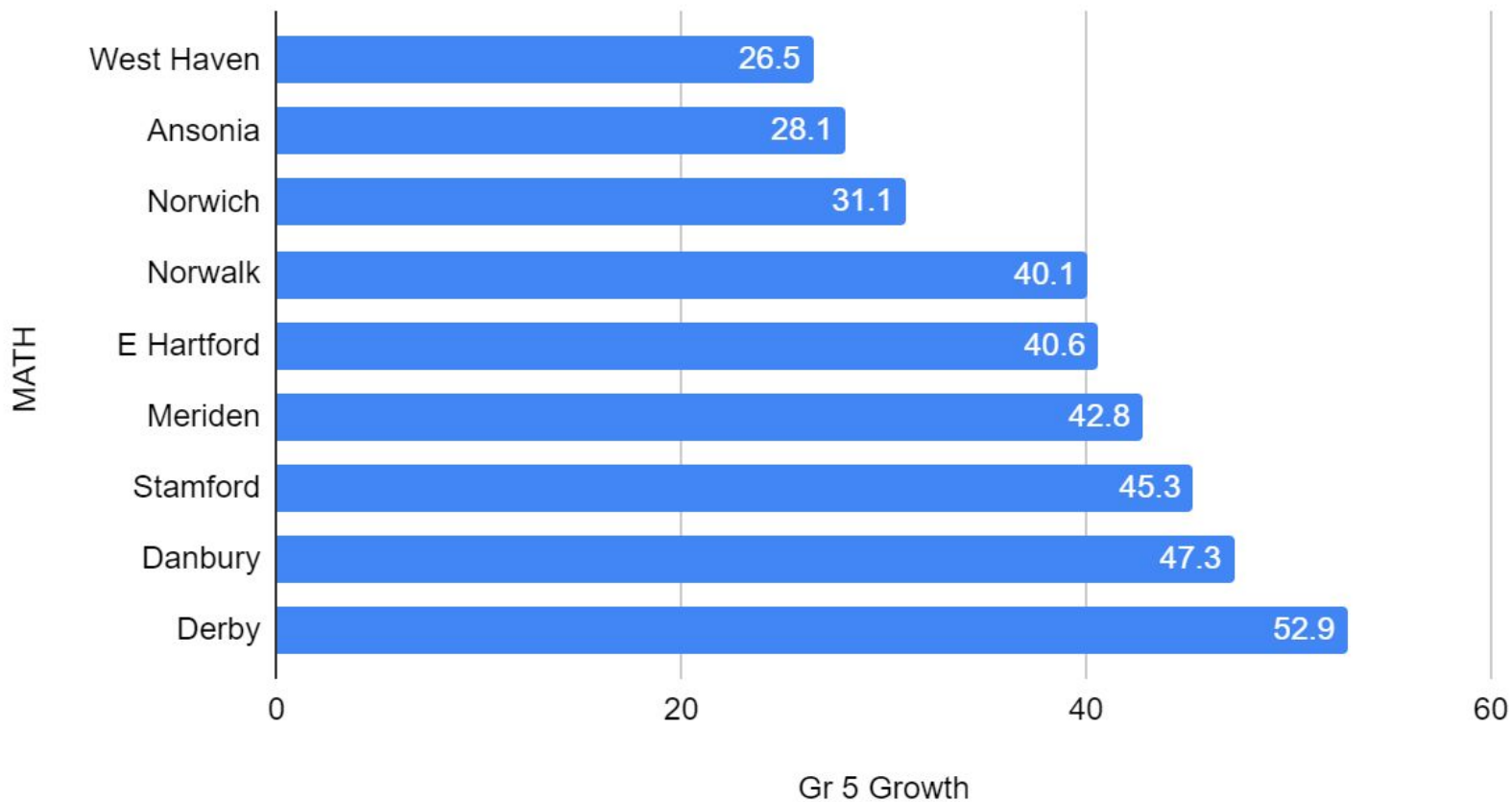
## Gr 4 SBAC Growth in Math by DRG (2019)



## Grade 4 SBAC % of Targets Achieved in Math by DRG (2019)

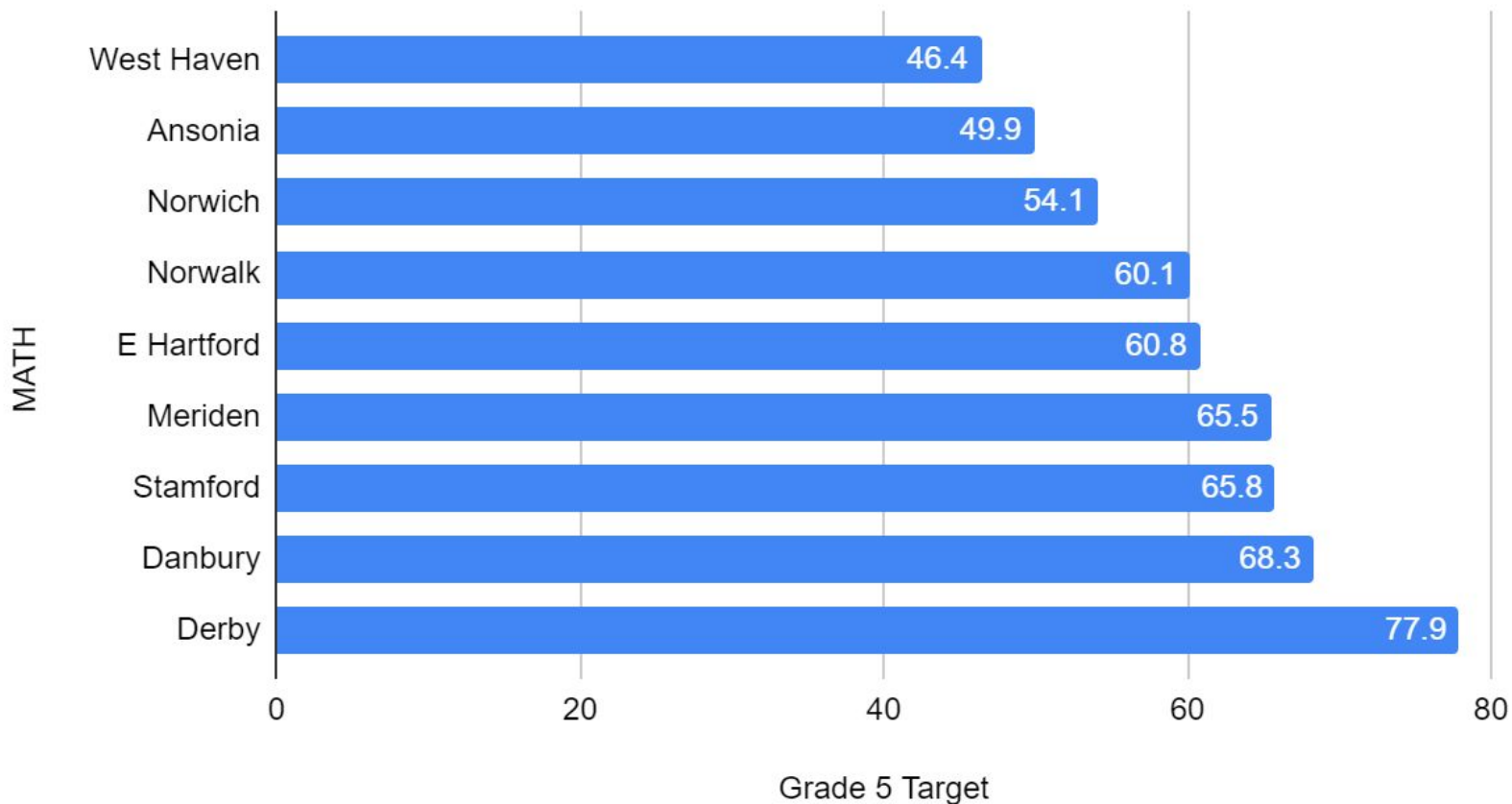


## Gr 5 SBAC Growth in Math by DRG (2019)

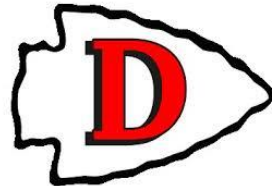




## Grade 5 SBAC % of Target Achieved Math by DRG (2019)



# Sharing Results with Families





### Individual Student Report

How did my student perform on the ELA/Literacy test?

Test: Smarter Summative ELA/Literacy Grade 3

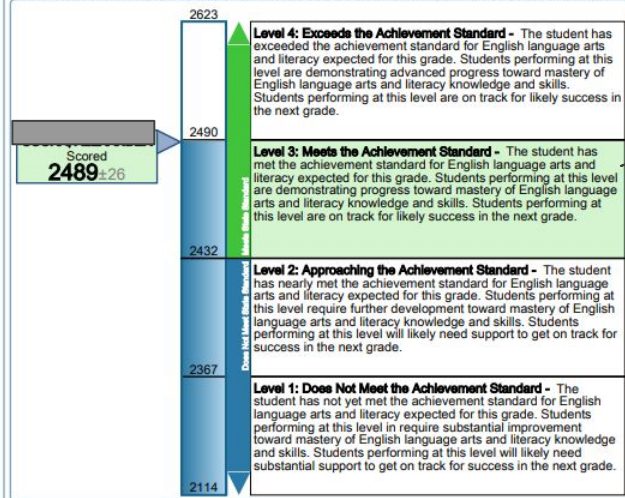
Year: 2018-2019

Name: [Redacted]

Overall Performance on the Smarter Summative ELA/Literacy Grade 3 Test: [Redacted] 2019

Name	SSID	Scale Score	Achievement Level	Reported Lexile® Measure
[Redacted]	[Redacted]	2489 <sub>(26)</sub>	Level 3	775L

Scale Score and Performance on the Smarter Summative ELA/Literacy Grade 3 Test: COURA, ALEXANDER, 2018-2019



Average Scale Scores on the Smarter Summative ELA/Literacy Grade 3 Test: Involving School and Comparison Groups, 2018-2019

Name	Average Scale Score
Derby School District (037)	2428
[Redacted]	2409 <sub>(11)</sub>

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the Smarter Summative ELA/Literacy Grade 3 Test, by Claim: [Redacted]

Claim	Claim Performance	Claim Description
Reading		Approaching Standard Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening		Approaching Standard Student may be able to employ effective listening skills for a range of purposes and audiences.
Writing and Research/Inquiry		Above Standard Student can produce effective and well-grounded writing for a range of purposes and audiences. Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Identifies the student's achievement level and scale score

Identifies the student's performance level in each claim area



# Next Steps

- Create alignment across the district by developing a clear vision for **high quality instruction (HQI)**
- Continue to implement the standards-based **core reading and math programs**
- Utilize **i-Ready** diagnostic assessment and instructional component to personalize learning and put all students on a path towards proficiency
- Use **SBAC Interim Assessment Blocks** to monitor progress around smaller instructional targets, while giving students practice using the online test format
- Focus on **small group instruction** and targeted **interventions** through SRBI
- Implement **modifications/accommodations** for special education to scaffold learning & promote success, and **rigorous enrichment** opportunities for higher achieving students
- Support **instructional coaching** and inter-classroom visitation to promote **peer learning** and build teacher capacity

# Questions?

